

ABSTRACT

Susilowati, Heni. 2016. The Effectiveness of Scientific Approaches' 5 (Five) Steps to Improve Students' Ability in Writing Recount Text (Experimental Research on the Tenth (10th) Grade Students of SMK N 1 Bancak in the Academic Year of 2015/ 2016). Advisor: Kurniawan Yudhi Nugroho, S.Pd., M.Pd. A Final Project. English Education Department. Faculty of Languages. Sultan Agung Islamic University, 2016.

Scientific approaches' 5 (five) steps is a systematic teaching technique through a set of steps (observing, questioning, associating, experimenting, and networking) to improve students' ability in writing. The objective of this study is to find out whether scientific approaches' 5 (five) steps is effective to improve students ability in writing recount text on the tenth (10th) grade students of SMK N 1 Bancak in the academic year of 2015/ 2016. This study used quasi-experimental design. It used two classes for samples, X TKJ 1 as experimental class and X TKJ 2 as control class. This study was conducted by performing research steps. They are try out, pre-test, treatments, and post-test. For the experimental class, the teaching process was focused on following scientific approaches' 5 (five) steps. However, the control class was only focused on applying the conventional teaching technique or without using scientific approaches' 5 (five) steps. Both were held in four meetings. The try out and pre-test consisted of six choices essay topics but the post-test consisted of four choices essay topics. The results of those tests were analyzed by using independent t-test of SPSS for Windows Release version 21.00. The mean score of pre-test result in experimental and control class were 61.67 and 59.88 respectively. It indicated that students' writing ability before given treatments was poor. Furthermore, the mean score of post-test result proved that experimental class got higher than control class; they were 71.79 and 65.00. The independent t-test result of the two groups showed that t_{value} got higher than t_{table} ($t_{\text{value}}(81) : 4.019 > t_{\text{table}}(81) : 1.990$) and $P : 0.000 < 0.05$. Referring to the data, it was concluded that H_0 was rejected and H_1 was accepted where, there was a significant difference in the students' writing ability in experimental and control class.

Keywords: Scientific Approaches' 5 (Five) Steps, Writing, Recount Text

INTISARI

THE EFFECTIVENESS OF SCIENTIFIC APPROACHES' 5 (FIVE) STEPS TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT

(Experimental Research on the Tenth (10th) Grade Students of SMK N 1 Bancak in the Academic Year of 2015/ 2016)

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Lima langkah pendekatan ilmiah adalah teknik pembelajaran yang sistematis melalui sekumpulan langkah-langkah (mengamati, menanya, menalar, mencoba, dan membentuk jejaring) untuk meningkatkan kemampuan menulis siswa. Tujuan penelitian ini adalah mengetahui efektifitas dari penggunaan lima langkah pendekatan ilmiah untuk meningkatkan kemampuan menulis teks *recount* untuk siswa kelas X di SMK N 1 Bancak tahun ajaran 2015/ 2016. Penelitian ini menggunakan kuasi eksperimen. Penelitian ini menggunakan kelas X TKJ 1 sebagai kelas eksperimen dan X TKJ 2 sebagai kelas kontrol. Penelitian ini dilakukan melalui beberapa langkah penelitian yaitu *try out*, *pre-test*, *treatments*, dan *post-test*. Untuk kelas eksperimen, proses pembelajarannya fokus kepada serangkaian lima langkah pendekatan ilmiah. Akan tetapi, pembelajaran pada kelas kontrol hanya difokuskan pada pengaplikasian teknik pembelajaran seperti biasa atau tanpa menggunakan lima langkah pendekatan ilmiah. Kedua kelas tersebut mendapatkan dalam empat kali pertemuan. Tes *try out* dan *pre-test* terdiri dari enam topik esai pilihan sedangkan, *post-test* terdiri dari empat topik esai pilihan. Hasil dari tes tersebut dianalisis menggunakan rumus *independent sample t-test* dan uji normalitas (*one sample Kolmogorov-Smirnov test*) pada *windows SPSS* versi 21.00. Hasil rata-rata dari nilai *pre-test* pada kelas eksperimen dan kelas kontrol adalah 61.67 dan 59.88. Hal ini menunjukkan bahwa kemampuan menulis siswa sebelum diberikan *treatment* masih lemah. Selanjutnya, hasil rata-rata dari nilai *post-test* menunjukkan bahwa kelas eksperimen mendapatkan nilai lebih besar daripada kelas kontrol yaitu 71.79 dan 65.00. Hasil dari uji *t* pada kedua kelompok menunjukkan bahwa hasil t_{value} mendapatkan angka yang lebih besar daripada t_{table} ($t_{value}(81) : 4.019 > t_{table} (81) : 1.990$) and $P : 0.000 < 0.05$. Berdasarkan data tersebut, dapat disimpulkan bahwa H_0 ditolak dan H_1 diterima dimana terdapat perbedaan yang signifikan dalam peningkatan kemampuan menulis siswa pada kelas eksperimen dan kelas kontrol pada siswa kelas X di SMK N 1 Bancak tahun pelajaran 2015/ 2016.

Kata Bantu: 5 (Lima) Langkah Pendekatan Ilmiah , Menulis, Teks *Recount*